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ABSTRACT

This is a compendium of best practices from the member campuses of the American Association of State Colleges and Universities. The practices are arranged under four core areas: (1) Quality Assurance; (2) Public Engagement; (3) Access and Inclusion; and (4) Communication and Advocacy. For each practice described, information is given about the institution and contact person with the program title and a brief description. There are 45 programs listed under Quality Assurance, 33 under Public Engagement, 15 under Access and Inclusion, and 7 under Communication and Advocacy. A list of participating institutions is attached. (SLD)

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Commitment and Success

A Compendium of Best Practices at AASCU Institutions

aascu
American Association of State Colleges and Universities

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AASCU Institutions

More than 400 of the nation's comprehensive public four-year colleges and universities are members of the American Association of State Colleges and Universities (AASCU). What are AASCU institutions?

These are the institutions that:

- deliver on helping people reach the American dream
- are many times the center of cultural and intellectual life in their communities
- provide education for a large segment of society, including first-generation college students and immigrants
- emphasize meeting the diverse needs of the states in which they are located
- emphasize teaching and learning
- are committed to access and inclusion
- receive a portion of their funding from state taxes, allowing tuition to remain affordable
- are publicly created and controlled by state governance systems
- award predominantly baccalaureate and master's degrees

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Commitment and Success

A Compendium of Best Practices at AASCU Institutions

America's four-year comprehensive colleges and universities are both steeped in tradition and on the cutting edge of what's new and progressive. They were created to serve the communities and states where they are located, and to be among the most adaptable and accessible of all types of institutions.

Public, comprehensive institutions have continually developed new programs to respond to societal needs, student demands, and advances in knowledge. But their primary mission has been to help students succeed, to support them in a learning environment that best meets their needs and to prepare them for both the workforce and the world. These institutions have enriched their communities with cultural offerings, and are involved in community service that enhances student learning and faculty-community connections. These are also the institutions that are called upon to respond to the changing needs of the labor market.

These colleges and universities have made remarkable progress in areas such as: campus diversity, electronic delivery of information, designing curricula that meets different learning styles, partnerships with business and industry, and accountability and efficiency.

This is a compendium of best practices from the member-campuses of the American Association of State Colleges and Universities (AASCU) arranged under four core areas: Quality Assurance, Public Engagement, Access and Inclusion, and Communication and Advocacy.

Quality Assurance

Institution: California State University, Dominguez Hills
Contact: Herbert Carter, Acting President
310.243.3301
Program: TOPS: Teacher Observation/Peer Support
Description: Developed in 1993, TOPS is a voluntary peer review program for the university's instructors. It combines reciprocal peer observation with discussions and workshops on teaching and learning. TOPS faculty partner with colleagues from different schools and disciplines to observe each other's teaching and to experiment with teaching strategies. Faculty also participate in training sessions to learn how to best give feedback to their colleagues on specific teaching behaviors. More than 60 faculty members have participated in the program since its inception.

Institution: University of Nebraska at Kearney
Contact: Gladys Styles Johnston, Chancellor
308.865.8208
Program: Student Research Programs
Description: UNK provides numerous opportunities for collaborative research with faculty. These programs promote the use of research and creative activities to enhance the undergraduate student experience. A faculty mentor guides the students through the project and monitors their expenditures for supplies, travel, and equipment. Students are encouraged to present the results of their project at regional and national conferences. Faculty studies also provide an opportunity for students to become research assistants.

Institution: The University of North Carolina at Charlotte
Contact: James H. Woodward, Chancellor
704.547.2201
Program: Campus Academic Plan for 1998-2003
Description: This academic plan represents the university's efforts to address several issues: (1) to respond to the marketplace demands for access to higher education; (2) to make the best use of available resources; (3) to promote diversity and inclusiveness in education; (4) to promote international awareness; and (5) to promote academic quality on a campus that integrates work, learning, reflection, and service. A collegial, interdisciplinary, campuswide effort contributed to this blueprint for academic programs and activities.

Institution: California State University, Sacramento
Contact: Donald R. Gerth, President
916.278.7737
Program: Learning Communities
Description: Since 1995, university faculty have organized a variety of course clusters—Learning Communities—to help new students—primarily freshmen—make successful transitions to university life and learning. It creates a community of learners among students and instructors, a network that provides academic assistance, support, and friendship. Participants are enrolled with roughly 25 other students in a group of courses linked by a common theme. Faculty who are teaching the cluster of courses work to link course topics and class assignments.

Institution: University of North Alabama
Contact: President Robert L. Potts
256.765.4444
Program: Campuswide Technology Program
Description: In 1994, the university implemented its campuswide technology program. Cable television access was installed; computer laboratories were created or upgraded; every office, classroom, and residence hall room was wired for voice, video, and data transmission; and an automated campus network was developed to facilitate electronic communications. Campuswide Internet connectivity was provided. Instructional sessions on these technologies are offered throughout the year to faculty, students, and staff. A state-of-the-art videoconference room was developed to provide distance education.

Institution: Tennessee Technological University
Contact: Angelo A. Volpe, President
931.372.3241
Program: World Cultures and Business
Description: This program is an applied study of world culture that is designed to prepare students for careers in the international economic community. TTU's liberal arts curriculum emphasizes foreign language; cross-cultural understanding; critical thinking; skills in communication and technology; and courses in economics, management, finance, and marketing. Each student also takes a semester-long practicum designed to apply academic studies to real-world situations. During this period, students have the option to study abroad or to pursue internships at companies or agencies in the United States or in other countries.

Institution: Penn State Altoona
Contact: Allen C. Meadors, CEO and Dean
814.949.5012
Program: Technology Program
Description: The university provides computers and Internet access to as many of its students as possible. New computers have been installed in every residence hall room on campus, thereby freeing the existing computer labs for commuter students. Non-residential students can now dial-in to the university's mainframe and expect to be connected more expeditiously. Students are given an unlimited resource tool—access to the Internet—thus combining their on-campus experiences with open-classroom opportunities.

Institution: Oklahoma State Regents for Higher Education
Contact: Hans Brisch, Chancellor
405.524.9120
Program: Employer Warranty
Description: Oklahoma's two-year colleges guarantee employers that all graduates with an associate of applied science degree can perform at workplace standards. The warranty guarantees that a college will provide a graduate with as many as nine credit hours of additional education if the graduate is judged by his or her initial employer not to possess the academic or technical job skills identified in the performance standards of the college's degree program. Teachers and school administrators are examining this information to improve educational offerings at their schools.

Institution: State University of New York College at Fredonia
Contact: Dennis L. Hefner, President
716.673.3456
Program: Combining Campuswide Assessment and Institutional Accreditation
Description: To strengthen its commitment to becoming a "community of learners," SUNY Fredonia has embarked on an institutional self-study as the reaccreditation process for the Middle States begins. A comprehensive approach to institutionalizing the assessment process will be developed and implemented. The program will emphasize student outcomes assessment. Learning, both in and out of the classroom, will be the primary focus, along with those areas of the campus environment that facilitate or impede learning. A series of recommendations will be made to strengthen educational programs and will serve as a blueprint to guide future assessment activities.

Institution: University of Texas at San Antonio
Contact: Samuel A. Kirkpatrick, President
210.458.4101
Program: Quality Management Initiative
Description: Early in the 1990s, UTSA began a bi-annual strategic planning exercise to provide funding for innovative programs that support institutional goals. One of the major initiatives funded through this process focused on quality management. This initiative includes the following elements, among others: customer service management and training programs; business and student service process re-engineering; an audit self-assessment program and a comprehensive fiscal and non-fiscal compliance program; an institutionwide assessment, program evaluation, and performance measurement system; cost savings and out-sourcing initiatives; and a problem-solving/conflict resolution program.

Institution: East Tennessee State University
Contact: Paul E. Stanton, President
423.439.4211
Program: Re-engineering of Academic Advisement
Description: ETSU adopted the continuous quality improvement process in 1994, partnering with Eastman Chemical Company. Academic advisement—defined as a "continuous interactive process between an advisor and a student which facilitates the development and achievement of the student's overall goals"—has been completely revamped. A mandatory advisement policy for students with fewer than 60 hours was adopted, and faculty workshops on advisement and career exploration were developed. In 1996, the university became the first state university to win a Tennessee Quality Commitment Award.

Institution: University of Houston-Downtown
Contact: Max Castillo, President
713.221.8001
Program: The Center for Applied Polymer Science Research (CAPSR)
Description: CAPSR, created in 1994, involves students in basic and applied research efforts to better prepare them for graduate school and for employment in industrial research and development organizations. Students can now participate in basic and applied polymer science research projects that have industrial significance, and students in upper-level courses in Industrial Chemistry have a polymer science laboratory that supports their efforts. It also serves as an internationally recognized center for applied research in ultraviolet polymerization chemistry and technology.

Institution: California State University, Fullerton
Contact: Milton Gordon, President
714.278.3456
Program: Integrating Learning Technology into the Academic Program
Description: A strategic plan to fully integrate learning technology into the academic program began in 1990. A commuter campus, CSUF was the first in the 22-campus California State University system to obtain capital outlay funding for the installation of a fiberoptic infrastructure. This high-speed all-digital network wired the campus for data, voice, and image transmission, thus linking 24,000 students and 1,700 faculty and staff through e-mail on a common platform that provides Internet access. Roughly 117 courses rely extensively on computer technology.

Institution: Southeast Missouri State University
Contact: Dale F. Nitzschke, President
573.651.2222
Program: Technology Serving Learning Institutes
Description: In 1998, SMSU's Center for Scholarship in Teaching and Learning offered its second year of "Technology Serving Learning Institutes," which are professional development programs for faculty. These institutes were taught by faculty technology leaders, and 60 faculty across the disciplines enrolled. Three five-day institutes and six two-day institutes were offered. Sessions emphasized the use of computer technology in the classroom and offered faculty hands-on training with various software applications. Faculty were required to produce an instructional application and share it with other faculty.

Institution: Central Missouri State University
Contact: Ed M. Elliott, President
660.543.4112
Program: Continuous Process Improvement (CPI)
Description: In 1991, the university implemented CPI, an innovative and detailed evaluation program focused on performance-based assessment. It is based on the principles of Assessment as Learning and Total Quality Management as applied to higher education. The model confronts the serious flaws in the course-credit-completion model and has the potential to serve as a viable model for nationwide reform of higher learning. The model is customer-focused and outcomes-driven, with student learning as its central process. In CPI, student competency is defined in terms of performance-based student outcomes (knowledge, skills, and attitudes).

Institution: The State University of West Georgia
Contact: Beheruz N. Sethna, President
770.836.6442
Program: The Advanced Academy of Georgia
Description: Established in 1995, the university's Academy provides an early transition to college for highly qualified high school juniors and seniors who have demonstrated superior scholastic ability, personal and social maturity, and a high level of motivation to study. Students earn university credit while completing high school graduation credits in absentia. The full-time residential Academy stresses the importance of leadership development, responsible citizenship, service to others, and academic excellence. It is likely that this program will become a national model for the successful transition to college of gifted young scholars.

Institution: Western Washington University
Contact: Karen W. Morse, President
360.650.3998
Program: ClassFinder: Scheduling Made Quick and Easy
Description: Innovative efforts by Academic Advising and Computer Science students, staff, and faculty in 1997 resulted in ClassFinder. A computer search engine on Western's Internet site, it enables students, parents, and others with computer access to find fast, accurate, and complete information about available classes. Students ask ClassFinder to find classes that meet their specific criteria (such as schedule, number of credits). A list of classes are then quickly identified and the number of seats available in those classes are described. The information is updated every 10 minutes. It has received thousands of computer "hits" a day.

Institution: Portland State University
Contact: Daniel O. Bernstine
503.725.4419
Program: University Studies
Description: PSU has developed a new general education program, University Studies. It is an interdisciplinary, team-oriented approach to a four-year general education curriculum for undergraduates. All students must take a prescribed series of common courses during each of their four years. The program promotes inquiry and critical thinking, the use of various forms of communications for learning, and the awareness of one's self and community. Classrooms were remodeled to accommodate team teaching and learning, training was provided to faculty, and instructor teams were formed across departmental lines. This curriculum has earned recognition and support from the Pew Charitable Trusts (National Leadership Award) and the W.K. Kellogg Foundation.

Institution: Jacksonville State University
Contact: Harold J. McGee, President
256.782.5881
Program: Center for Individualized Instruction
Description: This university enrolls a high-need population. More than 50 percent of its 6,800 undergraduates are first-generation college students, most of them from the foothills of Appalachia. To increase the academic competence and success of undergraduates, the Center assists students in mastering the core curriculum. Academically outstanding students tutor students struggling in core courses. Multimedia instructional packages also support core curricula. More than 1,300 students use these free services every year. Students whose earlier educational experiences were characterized by failure encounter success, often for the first time in their lives.

Institution: University of Wisconsin-La Crosse
Contact: Judith L. Kuipers, Chancellor
608.785.8004
Program: UW-GenWeb
Description: Professors teaching cell biology, molecular biology, and microbiology at three UW institutions agreed to create a common network (UW-GenWeb). It promotes collaboration among universities while helping professors keep up-to-date on new discoveries as well as find and master new computer programs. In this network, four modules of Web-based educational tools each contain links to Internet-accessible programs and documentation, databases, and simulation software that professors can incorporate into their courses. GenWeb's success has led to the creation of UW-System BioWeb, a collaborative Web site produced by faculty from 14 UW-System universities and colleges.

Institution: University of Central Florida
Contact: John C. Hitt, President
407.823.1823
Program: LEAD Scholars Program
Description: This is an innovative leadership development program that focuses on leadership, scholarship, and service. Over the course of four semesters comprising these programs, 200 competitively selected freshmen develop a series of activities, including academic leadership courses, mentoring, peer-to-peer coaching, self-directed teams, reflective service projects, reflective leadership statements, structured counseling, assistantships with faculty and staff, and numerous optional projects. This program builds leaders through experience.

Institution: Ball State University
Contact: John E. Worthen, President
765.285.5555
Program: Professional Development for Faculty
Description: "What is learning?" is the question that dominates the university's professional development programs for its faculty. These programs focus on active learning and feature problem solving, collaboration, multi-dimensional assessment, mentoring, and other innovative teaching strategies. Successful programs include the discipline-specific endowment grants for departments, funds to support faculty use of technology to enhance teaching and learning, faculty development workshops to enrich the core curriculum, and a series of workshops for faculty who participate in small learning communities for the newly enrolled freshman class.

Institution: Northwest Missouri State University
Contact: Dean L. Hubbard, President
660.562.1110
Program: Seven-Step Planning Process (SSPP)
Description: NMSU systematically designed and implemented a comprehensive assessment system for all areas of the campus. Every academic department and support unit has developed a continuing quality improvement plan using the SSPP. They must define key quality indicators; validate these measures with stakeholders; set goals and critical success factors; establish types of assessments; collect and report baseline data and trends; conduct benchmarking activities, if applicable; and set performance targets. In 1997, the university received a Missouri Quality Award/Malcolm Baldridge National Quality Award Criteria.

Institution: California Polytechnic State University
Contact: Warren J. Baker, President
805.756.6000
Program: Cal Poly Plan
Description: The Cal Poly Plan, an innovative approach to institutional strategic planning and resource generation, addresses how the university can sustain and strengthen the quality and nature of its baccalaureate programs. In 1996, students voted to raise their own academic fees to support the goals and principles of the plan, with its underlying concepts of shared responsibility and shared governance. Its goals are enhanced educational quality; improved student learning and progress, which included the funding of 16 new faculty positions; increased institutional productivity, which included the funding of technology-enabled studio classrooms; and new and expanded assessment and accountability measures.

Institution: City University of New York, Hunter College
Contact: David A. Caputo, President
212.772.4242
Program: Student Oriented Continuous Quality Improvement (CQI) Program
Description: The CQI Program was announced as a major initiative in February 1996. Through a series of workshops and in-service training for staff and faculty, the college increased its efforts to meet student needs and expanded its commitment to service and responsiveness. Representatives from many administrative and academic departments took part in the training program.

Institution: The University of Alabama at Birmingham
Contact: W. Ann Reynolds, President
205.650.2481
Program: Employer Guarantees
Description: The Schools of Education and Business at UAB offer "guarantees" that their graduates will be able to perform satisfactorily in the workplace. If students are teaching in the area in which they were trained and are not performing adequately, based on evaluations by their supervisors, the School of Education will provide these students with additional education. The State Department of Education recently mandated that institutions with teacher training programs provide such support. The School of Business works with the alumnus and employer to develop and implement an improvement plan at no cost if the employer finds that the graduate needs improvement in areas directly related to the major within a year of graduation.

Institution: Southern Illinois University Edwardsville
Contact: David J. Werner, Chancellor
618.650.2481
Program: Learner-Centered Authentic Assessment
Description: The core of SIUE's assessment program is the department-based Senior Assignment or SRA. An SRA is a scholarly engagement between a student and dedicated professor(s) that results in a product, such as a written thesis, work of art, or software protocol. Because the product is visible, it, and the curriculum that produced it, can be assessed. Thus, the quality of SIUE's curriculum reveals itself authentically through student performance on real tasks taught to them in each discipline. Individual departments announce the goals for students, set the standards and expectations, and then openly present and assess the resulting SRAs. Through this process, faculty members confront the consequences of their own teaching.

Institution: Thomas Edison State College
Contact: George A. Pruitt, President
609.984.1105
Program: Best Practices
Description: To deal with recent funding cuts in higher education, the college began a formal program to identify and institute some of the "best practices" of the corporate community in terms of saving money and reducing operating costs. The college, which offers associate, bachelor's, and master's degrees through distance education, also reviewed the best practices in its own departments. Among the best practices implemented are contracting out for faculty, using an outside firm to answer questions about the school, using temporary hourly staff during busy periods, consolidating departments, and instituting a "Smart Buy" program to purchase services and goods.

Institution: The Richard Stockton College of New Jersey
Contact: Vera King Farris, President
609.652.4521
Program: "Virtual Reality" Fellowships for Research in New Teaching and Learning Strategies
Description: This program helps faculty transform the teaching/learning process, encouraging students to become independent learners while instructors assume the role of mentor and coach. Six fellowships are awarded each year to support faculty research that leads to the development of new courses and the modification of existing ones. As a result, 18 new courses have been developed in 16 different disciplines. Projects emphasize the integration of emerging technologies into the curriculum. Faculty participants write a plan to assess learning that uses detailed student feedback and creates a template for other faculty.

Institution: University of Nebraska at Omaha
Contact: Nancy Belck, Chancellor
402.554.2967
Program: A Bold New Approach to the Entry-level Computing Disciplines
Description: The faculty of the College of Information Science and Technology at UNO have developed an integrated set of new courses and an overview seminar series that replace the five entry-level courses from the Computer Science, Information Science and Systems, Management Information Systems, and Telecommunications programs. Students may test out of any of these new courses, which form the Core Curriculum. Goals of this program include providing students with foundation knowledge, hands-on experience, and a cohesive set of student-friendly courses.

Institution: Minnesota State University, Mankato
Contact: Richard R. Rush, President
507.389.1111
Program: The Learning Fund
Description: A new funding source established by the college president in 1997 provides the resources for this highly visible program. It supports the highest priority of the university: learning. Each year, the college's president, in consultation with others on campus, selects the theme of the fund for that year. Many individuals and teams will receive funding for the highest priorities of the institution. In 1998-99, the theme is "Enhancing Student Learning Through Assessment," which supports Academic and Student Affairs in their assessment efforts.

Institution: University of Guam
Contact: Jose T. Nededog, President
671.735.2975
Program: STUDENTS FIRST
Description: UOG is focused on its commitment to students, a philosophy that has permeated the institution. The best example of the implementation of this program is ONE STOP, a massive moving and renovation project that brought together all the units of the Student Affairs organization into one extensively renovated building. This effort was done "in-house" without any expenditure of funds or interruption of service to the students. The Students Services Center now contains the Financial Aid Office, the Student Health Office, and the Student Counseling Office, among others. Students received added convenience, and the productivity and morale of the diverse student affairs staff increased.

Institution: Appalachian State University
Contact: Francis T. Borkowski, Chancellor
704.262.2040
Program: Freshman Seminar Program
Description: Now in its eleventh year, this program has reduced the number of freshmen who fail to return for their sophomore year and has fostered the personal growth and development of participating freshmen. It provides basic computer training and contact with faculty across academic disciplines. The Group Interaction Course provides them with an opportunity to build community and team spirit. The results of the Myers-Briggs Type Indicator offers these students new insights about themselves. The Peer Leaders program uses exemplary upper-level undergraduate students as instructional assistants and role models. The program's director was nationally hailed in 1997 as an Outstanding Freshman Advocate.

Institution: California State University, Fresno
Contact: John D. Welty, President
209.278.2324
Program: Regional Data Center
Description: A regional data center was established in Fresno, consolidating IBM-MVS-based host and operations services for five entities: Fresno State, the Chancellor's Office, Monterey Bay, San Marcos, and the Maritime Academy. The four non-Fresno entities are saved the costs of purchasing an enterprise server as well as the support costs for operating systems professionals and environmentally appropriate facilities. Each entity saved a minimum of $1.2 million. In addition, they gain the newest IBM operating system and avoid addressing the Year 2000 problem from an operating system perspective.

Institution: San Diego State University
Contact: Stephen L. Weber, President
619.594.5201
Program: International Training Center (ITC)
Description: Widely acknowledged as the largest university-based, technology-driven, multinational, satellite-based instructional training program in the world, SDSU's ITC was established in 1984. Its mission is "to promote and increase international understanding of the new realities of global development" and to serve government and industry through technology training and human resource development. ITC effects a rapid transfer of knowledge across borders to support professional and institutional development. SDSU faculty and consultants teach satellite-distributed classes that reach 15 nations. ITC produces and distributes an annual series of 12 videoconferences focusing on issues of global competitiveness.

Institution: Northern State University
Contact: John M. Hilpert, President
605.626.2521
Program: Office of Instructional Services (OIS)
Description: OIS has become an integral, permanent part of NSU, serving faculty in the areas of instructional strategy and technology. Current OIS activities for faculty development in teaching and learning include the following: (1) an inventory of faculty expertise, so faculty can assist other faculty; (2) a small grants program; (3) faculty luncheons to discuss instructional strategies; (4) OIS-sponsored workshops; 5) newsletters; (6) library materials on instructional strategies; (7) technology showcases; and (8) an OIS home page for faculty reference.

Institution: Valley City State University and Mayville State University

Contact: Ellen Chaffee, President, Valley City State University and Mayville State University
701.845.7102

Program: Annual Reports to Constituents

Description: These two small baccalaureate institutions are autonomous and yet share a single president and several other administrators. They also share a strong emphasis on best practices in teaching strategies and innovation. VCSU and MSU provide their constituents with annual reports containing nearly 50 charts and trend lines on data that constituents typically use to judge the quality of a university. Much of the data relates to student outcomes, such as retention, graduation, and employment, and outcome measures for the universities' strategic plans. The universities send the reports to all legislators, many local and state leaders, faculty and staff, and others who request a copy.

Institution: University of Colorado at Colorado Springs

Contact: Linda Bunnell Shade
719.262.3436

Program: Project EXCEL

Description: In 1990, this project was designed to help students achieve academic success. Its five learning centers provide students with services in written and oral communication, mathematics, science, and foreign language and culture. The EXCEL centers emphasize student acquisition of cross disciplinary skill-sets; the use of technology to enrich and further learning; student accessibility; faculty innovation and learning in courseware development; and the establishment, reliance, and monitoring of performance measures for these centers. Faculty also use this program to develop programming that supports academic goals and the changing student population.

Institution: State University of New York

Contact: John W. Ryan, Chancellor
518.443.5355

Program: Mission Review

Description: Mission Review in SUNY is a key campus driven initiative of the university's Board of Trustees. It is intended to position campuses to compete most successfully for students and to deliver high-quality programs; to enable SUNY institutions to leverage resources; to avoid unnecessary duplication of resources; and to achieve more consensus on the mix and level of teaching, research, and service on each campus. After each institution articulates its aspirations and needs, each campus and the System Administration forge a compact that addresses issues such as admissions selectivity, programmatic focus, technology, and collaborative opportunities.

Institution: University of Northern Iowa
Contact: Robert D. Koob, President
319.273.2566
Program: Qualities of an Educated Person (QEP) Project
Description: This project seeks to define the qualities that students should possess when they graduate from the university and the procedures for evaluation and assessment processes. Initiated in 1995, it has created opportunities for faculty, staff, students, and administrators to (1) identify the qualities desired for students who graduate from UNI; (2) to consider how UNI is doing with respect to the qualities expected of UNI graduates; (3) to locate areas of strength and need for improvement in undergraduate education with respect to those qualities; and (4) to develop proposals for reinforcing strengths and addressing improvements that enhance undergraduate education.

Institution: University of South Carolina-Aiken
Contact: Robert E. Alexander, Chancellor
803.641.3434
Program: University Report Card
Description: All public higher education institutions in South Carolina must report to the public on a variety of performance indicators that have been deemed by the South Carolina legislature to reflect "quality" in higher education. USC Aiken is evaluated for funding purposes on 36 different performance indicators and must report to the public-at-large its scores on each of them. As of 1996, 100 percent of the funding for all the state's colleges and universities is based on an institution's score on its report card. The data include numerically-based definitions such as graduation rates and the number of programs accredited as well as subjective indicators such as best practices in collaborative activities.

Institution: Emporia State University
Contact: Kay Schallenkamp, President
316.341.5551
Program: Expanding the Availability of Technology Through Partnerships
Description: A partnership between the university's Computer Center, the Division of Student Affairs (residence halls), and the local cable television provider expanded the availability of technology for students. To respond to the need of students to access the Internet, the university searched for ways to reduce the costs of such an undertaking and to minimize disruption to students and staff. Using the existing cable television wiring in each student's room and a modem was the solution. Within months, the project was completed. Since the wiring becomes university property after 10 years, ESU has provided both cable television and Internet connectivity to its students with no direct wiring cost.

Institution: University of Wisconsin-Stevens Point
Contact: Thomas F. George, Chancellor
715.346.2123
Program: A Partnership with the Great Lakes Higher Education Corporation (GLHEC)
Description: As an alternative to direct lending, UW-Stevens Point wanted to maintain a positive relationship with the banking industry, maintain optimum service to students, and gain efficiencies in managing bank loans. This partnership with GLHEC, which services many of the banks in Wisconsin in student bank loans, provides a convenient and efficient process for students, who receive their loans and refunds quicker; allows the electronic reconciliation of the Financial Aid and Bursar office records; decreases the number of staff hours dedicated to managing bank loans; and eliminates many errors.

Institution: Western Illinois University
Contact: Donald Spencer, President
309.298.1824
Program: GRADTRAC
Description: For students in most programs, WIU guarantees that if the students check with their advisers regularly, complete required coursework as prescribed for their program, and earn a grade point average designated by the program, they will complete their undergraduate degree in four years. If the university fails to offer the necessary courses in the timely fashion prescribed, then it will pay the tuition cost for classes the students need to complete their degrees. Available to enrolling full-time freshmen in most programs, GRADTRAC is first program of its kind at any Illinois public university.

Institution: Eastern Connecticut State University
Contact: David G. Carter, President
860.465.5221
Program: The Center for Educational Excellence
Description: The Center was created to support the university's mission of providing undergraduate students with an excellent education that prepares them to enter the workforce and be productive and responsible members of the community. Charged with encouraging faculty development, promoting service-learning, and supporting curricular initiatives, the Center offers a two-day New Faculty Orientation program. The process continues with programs throughout the year that encourage and reward faculty who assess and revise their teaching and curriculum, use technological innovations, and encourage responsible and involved citizenship.

Public Engagement

Institution: Ramapo College of New Jersey
Contact: Robert A. Scott, President
201.529.7607
Program: Literacy Corps
Description: Created in the early 1990s with a grant from the U.S. Department of Education, the college's Literacy Corps has provided literacy tutoring to more than 1,000 individuals. Teenagers are tutored at Eastside High School and adults at St. Paul's Community Development Corporation. The program gives college students the skills necessary to teach others to read, and it gives members of the community the opportunity to improve their reading skills. In 1995, the program was honored by a major North Jersey daily newspaper with its Community Service Award.

Institution: City University of New York, City College
Contact: Yolanda T. Moses, President
212.650.7285
Program: Education and Outreach Programs
Description: To promote the access of Harlem and the surrounding community to the college, the institution has established roughly 50 education and community outreach programs. Many are conducted in cooperation with the Board of Education to improve elementary and secondary teaching and to nurture the talents of public school students. They include the Select Program in Science and Engineering (SPISE), which is designed to encourage minority high school students to pursue careers in science and engineering. Over 500 students from more than 30 high schools participate in SPISE each year.

Institution: Wayne State College
Contact: Kenneth Halsey, Interim President
402.375.7200
Program: Nebraska School at the Center Project (SAC)
Description: Funded by a challenge grant, the project's goals include working with schools to enrich the curriculum, particularly by reflecting the community and region; making changes in teacher education; and supporting community and economic development. In keeping with the K-12 focus of SAC, WSU faculty have worked with elementary school teachers to determine ways to incorporate economic education into their curriculum, to extend their knowledge and understanding of science, and to find ways to provide hands-on math/science experiences for their students.

Institution: Arizona State University-West Campus
Contact: Elaine P. Maimon, Vice President and Provost
602.543.7001
Program: Concord Coalition/Social Security Regional Forum
Description: ASU West served as a focal point for a solution-oriented public debate on the future of Social Security and Medicare. Through its 1997-98 Community Forum Series, it hosted a forum explicitly for the benefit of the greater Phoenix community. ASU West provided volunteer office space as well as personnel and facilities for the event, which was free and open to the public. Faculty and staff personally informed and invited representatives of every community of the West Valley, including political groups, unions, and neighborhood groups. The forum was praised by the coalition as the largest and most successful program in the nationwide series.

Institution: The University of North Carolina at Greensboro
Contact: Patricia A.Sullivan, Chancellor
336.334.5266
Program: Reading Together USA Program
Description: In a cooperative arrangement with other organizations, the School of Education at UNCG is improving the reading skills of second-graders who need extra help in becoming independent readers and proficient learners. The program uses cross-age tutoring that is designed to improve reading motivation, reading fluency, and comprehension skills. Fifth-grade students, who are carefully trained as tutors, use materials developed with a basis in reading research literature. The program has a structured institutional framework and a well-developed support system. UNCG officials are working to expand this program into schools across the nation.

Institution: University of Houston-Victoria
Contact: Karen S. Haynes, President
512.788.6204
Program: Community Partnerships
Description: UHV initiated three activities in 1997 to more fully engage the communities in Victoria County. Membership in the University President's Advisory Council was expanded by adding each of the community college presidents from UHV's feeder institutions. Ten roundtables of community leaders from all 15 counties were held on campus. Leaders from petrochemical plants, banks, hospitals, public schools, the media, criminal justice programs, and others were invited. Following these discussions, a concept paper was developed to create a Regional Outreach Center at UHV, which would, among other goals, expand applied research for regional problem solving.

Institution: California State University, Los Angeles
Contact: James M. Rosser, President
213.343.3030
Program: The Edmund G. "Pat" Brown Institute of Public Affairs: Community Education Program
Description: Located on the campus of Cal State L.A. since 1987, this non-partisan center for applied public policy focuses on community development and youth empowerment. The Institute assists the university in carrying out its urban mission through programs that create and maintain university-community and multi-sector partnerships. The Institute's Community Education Program is anchored by an annual conference and a university-community forum. These events foster insightful discussion, generate critical information flows, and enhance the public's understanding of significant policy issues.

Institution: Northern Kentucky University
Contact: James C. Votruba, President
606.572.5123
Program: Council of Partners in Education
Description: In 1993, a representative of NKU, Thomas More College, and local schools founded this Council, whose goals are to improve communication through the P-16 educational continuum, to enhance the effectiveness of each sector within this continuum, and to facilitate the transition of high school students to higher education. One program focuses on improving the success rate of college freshmen in entry-level mathematics courses by better preparing high school students. The organization's members include college and university faculty and administrators, high school principals and teachers, and school district superintendents.

Institution: Shawnee State University
Contact: James P. Chapman
740.355.2202
Program: Workforce Development Initiative
Description: Through its research and collaboration with economic development entities and community members, including business and industry leaders, SSU developed an integrated service initiative in 1997 to assist the nontraditional student. Working with 21 businesses and industries within a five-county area, this program has helped approximately 300 employees of these businesses as well as displaced workers enhance their workforce skills by attending SSU. This initiative serves as a model to ensure an enlightened and educated citizenry. Academic departments have also incorporated current business standards and practices into their courses.

Institution: Montclair State University
Contact: Susan A. Cole, President
973.655.4212
Program: Service-Learning Program
Description: Since 1996, MSU students have enrolled in service-learning courses that, in addition to classwork, involve volunteerism in community service projects, reflection, and discussion about their experiences. To promote this new way of teaching, two faculty members designed and facilitated a faculty development program for those interested in the program. The Corporation for National Service recently awarded MSU a higher education grant to expand its existing program. The grant will be used to support a university-wide service-learning program, expand the use of service-learning in MSU's Teacher Education Program, and help establish the America Reads initiative.

Institution: Shippensburg University of Pennsylvania
Contact: Anthony F. Ceddia, President
717.532.1301
Program: Shippensburg University School Study Council
Description: The Study Council is a consortium of the university and 60 public school districts, intermediate units, and vocational-technical schools in 11 counties of South Central Pennsylvania. Its mission is to improve instruction, enhance collaboration among its members, and encourage academic excellence. The Study Council has provided opportunities for teachers and administrators to attend staff development workshops, selected outstanding teachers, recognized and disseminated outstanding curricula innovations and practices, and developed a network of university and school faculty that facilitates the exchange of information and ideas.

Institution: Kutztown University of Pennsylvania
Contact: David E. McFarland, President
610.683.4103
Program: Entrepreneurial Development and Global Education Center
Description: Established in 1991, this collaboration of the university and the local business community encourages and nurtures entrepreneurship, especially among minority and women business owners, in Berks County, Pa. The Center is staffed by the university's faculty and students, who help clients develop their business plans and provide information on financing, possible business locations, and marketing strategies. Its cornerstone is an intensive, 20-week Entrepreneurial Education Program, a Micro Lending Education Program, and a Minority Procurement Certification Program. Volunteer business leaders serve both as lecturers and mentors.

Institution: Austin Peay State University
Contact: Sal D. Rinella, President
615.648.7566
Program: Business and Community Solution Center (BCSC)
Description: A critical component of the university's BCSC is the Data Center, which serves the local community as a source for demographic information, economic data, and faculty consulting. The Data Center is a partnership between the university and the Montgomery County Economic Development Council. In addition to its Data Center and Small Business Center, the BCSC offers 181 Extended Education programs to the business community and general public. Courses include customized training programs for corporate clients, the KID's College, computer software courses, distance learning, an Elderhostel program, and a learning in retirement program.

Institution: Cleveland State University
Contact: Claire Van Ummersen, President
216.687.3544
Program: Advanced Manufacturing Center (AMC)
Description: The university's AMC provides research and development services to business and industry to solve manufacturing and process problems through simulation and the actual design and construction of automated equipment. The Center has used these industry-generated projects for outreach to the educational community. For example, it uses these projects to help K-12 teachers and students to understand the types of skills required by industry. It also develops programs that involve students and faculty from the university and three regional community colleges in research projects. The National Science Foundation has funded the AMC to replicate this model in five regions of the United States.

Institution: Troy State University at Dothan
Contact: Michael E. Malone, President
334.983.6556
Program: Quality University Extended Site Telecourses (QUEST)
Description: Residents within the service area of the university can now earn mechanical engineering degrees from The University of Alabama (UA) through QUEST, a video-based distance learning program, and a mobile laboratory. The program is made possible through a collaborative effort among Troy State University, UA, area two-year colleges, and local industry. After taking lower-level and pre-engineering courses, students can take engineering courses from UA via videotaped classes. A mobile, completely equipped UA engineering laboratory will be stationed on Troy State University's campus, so students can take lab classes and conduct hands-on activities. This arrangement is believed to the nation's only such means of earning a Bachelor of Science degree in engineering.

Institution: Savannah State University
Contact: Carlton E. Brown, President
912.356.2240
Program: Revitalizing Neighboring Communities
Description: In an effort to improve the quality of life in neighboring communities, SSU has undertaken the task of revitalizing two low-income neighborhoods in the city of Savannah. The project seeks to refurbish the Midtown, Eastside, and Cuyler/Brownsville neighborhoods and give the university's social work students hands-on experience in addressing community needs. The focal point of the project is the construction of a much-needed community center in Midtown. SSU faculty and students are also focusing on creating a nonprofit Community Development Corporation, a Senior Citizen Center, and a Community Counseling Center. The revitalization project has already made a significant impact on the city of Savannah.

Institution: Auburn University at Montgomery
Contact: Roy H. Saigo, Chancellor
334.244.6302
Program: Center for Government and Public Affairs
Description: AUM's Center for Government and Public Affairs provides several services to help improve the Montgomery area and the State of Alabama. Its Institute for Educational Excellence offers training, continuing education, and organizational consulting to district schools. The university's Welfare-to-Work Employment Study for the Alabama Department of Economic and Community Affairs is the largest study of its kind in the nation. The Center's staff has provided technological support and consulting for a charity's Volunteer and Information Center. It also serves as Alabama's only one-stop resource for county and statewide economic data.

Institution: University of Southern Maine
Contact: Richard L. Pattenaude, President
207.780.4480
Program: HealthSmart
Description: Students and faculty of the College of Nursing at USM have collaborated with a local business, a local hospital, and public housing authority to overcome the barriers to service for those who have traditionally been shut out of the health care system. For one such project, a local food processor identified a need among its employees—42 percent of whom are immigrants and refugees who speak 50 different languages—for health education, health screening, and advice on the use of primary health care. The pilot project, HealthSmart, used the university's student nurses as health educators/liaisons between primary care providers and families.

Institution: East Carolina University
Contact: Richard R. Eakin, Chancellor
919.328.6212
Program: Eastnet
Description: Created in 1995, Eastnet is an electronic network that binds the region's public school systems closely to ECU's School of Education. The Eastnet "community" consists of 4,472 public school teachers and administrators; 152 community college faculty, staff, and administrators; and 1,618 university faculty and staff. Eastnet services include Internet access, World Wide Web site for public schools and related educational organizations, operation of a File Transfer Protocol (FTP) service, chat line, and videoconferencing. It has created a cadre of instructional technology activists among the public school teachers and administrators and enhanced collaboration between the university's faculty and public schools.

Institution: Salisbury State University
Contact: William Merwin, President
410.543.6012
Program: Business Resource Center of the Perdue School of Business
Description: The university's Business Resource Center provides an array of services to the region. It includes the Perdue Center for Professional Development (PCPD), the Small Business Development Center (SBDC), and the Lower Shore Manufacturing Network (LSMN). The PCPD provides training programs via satellite downlink and classroom-style presentation to professionals in accounting, law, purchasing, investments, human resources, and technology. The SBDC counseled 680 small businesses; conducted 41 events with 400 attendees; and participated in community, academic, and business events. The LSMN has sponsored 35 programs, including plant tours, regulatory updates, roundtables, and technical seminars.

Institution: State University of New York College at Oneonta
Contact: Alan B. Donovan, President
607.436.2500
Program: Center for Social Responsibility and Community
Description: Established in 1994, the Center works to develop a strong sense of social responsibility in undergraduate students through a range of service, volunteer, and philanthropic experiences in local, student, national, and international communities. More than 20 percent of the college's 5,000 undergraduate students participate in the Center's programs, which include coordinating the AmeriCorps/Rural School Empowerment Program and integrating a service-learning component in all of the college's teacher education programs. The Center has quickly grown into a national model. The college has been named to the 1997-98 John Templeton Foundation Honor Roll for Character-Building Colleges.

Institution: Governors State University
Contact: Paula Wolff, President
708.534.4130
Program: Learning in Context Program
Description: LIC is a collaborative initiative between GSU, Prairie State College, and the residents of Ford Heights to advance community and educational enhancement activities in this suburban village, ranked as one of the poorest in America. It seeks to enable Ford Heights residents to plan for and support a community-based program of academic enrichment, economic development, and social change. LIC focuses on public school improvements, youth entrepreneurship, parental leadership, village housing, and other areas that involve local participants from educational, government, social service, religious and community action agencies as well as parents and residents.

Institution: Castleton State College
Contact: Martha K. Farmer, President
802.468.1202
Program: Rutland Economic Development Corporation (REDC)
Description: In 1997, the college received a three year grant to work with REDC to promote regional economic development, primarily through research efforts. The team conducted a best-practices survey of other economic development corporations across the nation. This effort provided information on how other regional development corporations recruit new members and businesses, how they market their services, and how they allocate their financial and human resources. Another significant research effort was a general business survey of all Rutland County businesses, which helped to, among other issues, determine the perceptions of the county's strengths and weaknesses. The team also developed a database of internships, so qualified college students can be matched with area businesses.

Institution: Boise State University
Contact: Charles P. Ruch, President
208.385.1491
Program: Computer Outreach Program
Description: Over the last three years, the university has arranged for the placement of more than 4,000 computers in southwest Idaho schools through the College of Education's Computer Outreach program. The university solicits the community for used computers, which it then repairs and donates to schools. In 1996, the university provided computers for an entire school district in Wilder, Idaho. Many of the computers are given to teachers after they complete training classes at the university. Through the Train-the-Trainer program, faculty give other teachers in-depth instruction on how to integrate technology into the teaching and learning process. The program won an award from the Council for the Advancement and Support of Education.

Institution: University of Pittsburgh at Johnstown
Contact: Albert L. Etheridge, President
814.269.2090
Program: Office of Community Outreach
Description: Created in 1997, the office enriches the university's curriculum by developing the link between academic study and community experiences. These efforts support the ability of faculty and students to integrate teaching, research, and service with off-campus learning. It cultivates new internships, service-learning activities, community partnerships, and other innovative campus-community programs. Current initiatives include the Civic Action Network, a regional community network that links people and community information through computer technology and social interaction, and the annual Internship and Volunteer Opportunities Fair.

Institution: The University of Alabama at Birmingham
Contact: W. Ann Reynolds, President
205.934.4636
Program: Center for Community Outreach Development (CORD)
Description: One of the Center's efforts is the "Bridges to Birmingham Schools" project. It will build academic programs in selected schools that will strengthen the academic experience of K-12 students. BioTeach, a summer lab experience for high school teachers, provides training in molecular biology. The Center is also coordinating the construction and use of a fully equipped biotechnology lab open to K-12 students. A second project is a partnership with a nearby community, a local private traditionally Black institution, and a community college. Its goal is to improve the quality of life for the area's 5,000 citizens, with projects focusing on health, education, and job training.

Institution: Keene State College
Contact: Stanley J. Yarosewick, President
603.358.2000
Program: Service Learning Projects
Description: The college completely redesigned its teacher education programs in 1992. The result was the Service Learning Projects. The Community Service Learning Office on campus and the faculty of the school of education identified community needs that could be met by using students in teacher education courses. Faculty then identified the types of experiences that would help students connect theory to real-life situations and built these experiences into their course requirements. Students provided assistance to families, schools, the YMCA, at-risk children and others. The students then incorporated their experiences into their teacher education courses.

Institution: San Francisco State University
Contact: Robert A. Corrigan, President
415.338.1381

Program: Muir Alternative Teacher Education Project (MATE)
Description: Two of the university's professors teamed up to design an innovative university-sponsored teacher training program, in which minority students in San Francisco State's College of Education serve as interns while earning teaching credentials. They enlisted widespread community support, won an Annenberg Foundation grant, saved a troubled elementary school (formerly the lowest performing school in the school district) and created a new model for training new teachers in urban schools. They share the principal's position at John Muir Elementary School, a collaboration between a university and a school that is the first of its kind. In 1998, the university's MATE program won the prestigious "Quality of Education Award" from the California Council of Teacher Educators for distinguished service to children and to teacher education.

Institution: California State University, Monterey Bay
Contact: Peter Smith, President
408.582.3532

Program: Community Participation University Learning Requirement (ULR)
Description: CSUMB has incorporated service learning in both its general education curriculum and as a graduation requirement for each major. All lower division students must meet the Community Participation ULR. Students meet this requirement by demonstrating competencies developed through the core service learning course, "Introduction to Service in Multicultural Communities." Each student in this course works a minimum of 30 hours with a community organization. In addition, all graduates are required to take a service learning course in their major, which provides them with real-world experience.

Institution: University of Illinois at Springfield
Contact: Naomi B. Lynn, Chancellor
217.786.6634

Program: The Springfield Project
Description: The university's premier outreach initiative, the Springfield Project, helps empower citizens to develop solutions to problems that they identify in their neighborhoods and fosters collaboration among government agencies, service providers, and people who want to help improve their community. Three initiatives are currently underway: the Housing Code Initiative, which works to ensure that homes and apartments are safe and sanitary; the Home Ownership Initiative; and the Neighborhood Initiative, which involves residents who want to improve their community.

Institution: Southwest Texas State University
Contact: Jerome H. Supple, President
512.245.2121
Program: San Marcos Consolidated Independent School District and the Southwest Texas State University (SMCISD/SWT) Liaison Council
Description: The SMCISD/SWT Liaison Council was formed to promote better cooperation and communication between the two entities. It has focused its attention on issues such as diversity, retention, better preparing students for college, teacher recruitment and training, minority scholarships, and service learning. Its Partnership Directory describes more than 75 of the group's collaborative ventures. One such venture is the "Grow Your Own" Teacher Recruitment and Training program. SWT is committed to attract more qualified, minority public school students from San Marcos into its teacher training program. Upon completion of their degree requirements, these students will return to the San Marcos school system to teach.

Institution: Delta State University
Contact: Kent Wyatt, President
601.846.4000
Program: Bologna Performing Arts Series
Description: Local and Delta-area youngsters are the chief beneficiaries of the University's Performing Art Series. The program includes a week-long Summer Arts Camp for students in grades 6-12. Eighty students auditioned, produced—with the help of a professional agency—and performed Alice in Wonderland. Lessons in music, theater, dance, and visual arts made for a creative hands-on environment. Area school-aged children can also attend four matinee performances during the Performing Arts Center's season.

Institution: Metropolitan State University
Contact: Dennis Nielsen, Interim President
612.772.7638
Program: MSU/Dayton's Bluff Urban Partnership
Description: MSU has developed partnerships with several organizations in its neighborhood of Dayton's Bluff, which are designed to (1) strengthen the capacity of residents to build and maintain a strong urban environment; (2) provide community-based learning opportunities for students; and (3) develop the capacity of the university to serve as an institutional resource for the community. Organized through MSU's Center for Community-Based Learning, activities have included creating a partnership with Dayton's Bluff Elementary School, conducting a major study of the local economy, and establishing a community clinic and health care outreach program operated by MSU's School of Nursing.

Access/Inclusion

Institution: Kean University
Contact: Ronald L. Applbaum, President
908.527.2222
Program: Project Adelante (Onward!)
Description: Kean University's Project Adelante (Onward!) is designed to reduce the high school dropout rate of Latino students, increase their academic skills, and encourage them to pursue higher education. Established in 1988, the program is an alliance between three school districts (Perth Amboy, Passaic, and Elizabeth), AT&T, Kean University, and the New Jersey Commission of Higher Education. It serves 195 Latino students from the sixth grade until they graduate from high school and enter college. According to a longitudinal study conducted by the Center for Applied Linguistics, the program has a 92 percent high school graduation rate.

Institution: City University of New York, Queens College
Contact: Allen Lee Sessoms, President
718.997.5550
Program: The Assistive Technology Services (ATS) Center
Description: To meet the needs of students with disabilities, Queens College has established its ATS Center. It acts as a CUNY-wide resource for the more than 8,000 students with disabilities who are enrolled in the 19 colleges that comprise CUNY. The ATS Center contains universally accessible academic computing stations; tests new products; and encourages students to experiment with a range of assistive technology solutions. Staff members train disability service providers, who in turn train students, faculty, and staff on other CUNY campuses to use and maintain these resources.

Institution: Missouri Western State College
Contact: Janet Gorman Murphy, President
816.271.4237
Program: Access Plus
Description: An open admissions institution, the college established its Access Plus program to meet the educational needs of an increasing number of underprepared freshmen. The program seeks to increase student retention rates, improve graduation rates, help students meet academic standards, and provide high-quality teaching. Two of the most significant Access Plus initiatives are the Freshman Year Experience Office, an information resource for students and parents, and the Intrusive Advising Program, whose 80 volunteer faculty and staff members assist students in making the transition into higher education.

Institution: Tarleton State University
Contact: Dennis P. McCabe, President
254.968.9921
Program: Program to Acclimate Students to Scholastics (PASS)
Description: Established in 1990, PASS was designed to strengthen the educational background of the university's disadvantaged students by helping them through the transition between high school and college. Its three primary objectives are: (1) to prepare disadvantaged high school graduates for college entrance exams; (2) to provide these students with a pre-college summer enrichment program; and (3) to provide them with support systems both before and after they enroll at the university to enhance their chances of completing a four-year baccalaureate degree program.

Institution: West Chester University of Pennsylvania
Contact: Madeleine Wing Adler, President
610.436.2471
Program: Free Summer School Room and Board
Description: In 1998, the university offered an innovative program to students interested in continuing their studies over the summer month—free room and board for those who registered for a minimum number of credits during a session. The program is believed to be the first of its kind. The program allowed students to pursue their education at a lower overall cost than during the regular school year. This action increased student credit hours, better utilized the university's facilities during the summer, improved the university's net revenue, and generated much positive media attention.

Institution: San Jose State University
Contact: Robert L. Caret, President
408.924.1177
Program: Campus Climate Plan
Description: In response to a number of race-related incidents among the university's highly diverse student population, the institution's president established the Campus Climate Office in 1995. Among the many actions prompted by the plan were the formation of ethnic advisory councils; the creation of a web page that offered campus and national diversity resources; the formation of an Emergency Response Team; and the presentation of seminars, symposia, cultural performances, and panels that help advance the plan's diversity goals. In 1998, the University's Campus Climate Plan was selected as a "Promising Practice" by President Clinton as part of his Initiative on Race.

Institution: The College of New Jersey
Contact: Harold Eickhoff, President
609.771.2102
Program: First-Year Experience (FYE) Program
Description: Fully implemented in 1995 after a three-year pilot program, the FYE program provides a living-learning environment that emphasizes service, academic excellence, diversity, and community. Developed for first-year students, the program incorporates an interdisciplinary core curriculum, a required 10-hour learning experience in which students participate in a community service activity, and the common residence experience. The FYE program was honored as one of six exemplary programs in the nation by the National Association of Student Personnel Administrators.

Institution: Oklahoma State Regents for Higher Education
Contact: Hans Brisch, Chancellor
405.524.9120
Program: Oklahoma Educational Planning and Assessment System (Oklahoma EPAS) Program
Description: The Oklahoma EPAS program was designed to improve the academic preparation of the state's middle and high school students and provide equitable access to a high-quality education and career information. Funded by the State Regents and administered by American Council on Testing, this voluntary program provides academic skills and career interest assessments to the state's 8th- and 10th-grade students. The assessment results are given to students, parents, and educators, so they can adjust course offerings, instruction, or course content. Established in 1993, the program includes 345 Oklahoma school districts, which comprise 86 percent of the state's 8th and 10th graders.

Institution: Pennsylvania State University
Contact: Graham B. Spanier, President
814.865.7611
Program: Penn State Educational Partnership Program (PEPP)
Description: An early intervention collaborative program between Penn State and Pennsylvania school districts, PEPP focuses on low-income, minority, and at-risk high school students. The program helps these students compete more effectively in school, complete high school, and continue with postsecondary education. It promotes academic and social skill development, develops career awareness, increases parental participation, and prepares teachers to effectively serve at-risk students in culturally diverse classrooms. PEPP has twice received the Gold Medal for School/College Partnerships by the Council for the Advancement and Support of Education.

Institution: California State University, Northridge
Contact: Blenda J. Wilson, President
818.677.2121
Program: Business Student Equity Center
Description: This program has several outreach strategies for minority high school students, particularly Latinos and African Americans. The program director of Jump Start, one such outreach strategy, and a head counselor make weekly visits to a local high school with nearly all African American students. The program consists of sessions on study skills, workshops on college-related topics, and visits from African American business leaders. (Classified as a Hispanic Serving Institution, the university also targets a high school with primarily Latino students.) The Center regularly serves 800-1,200 students.

Institution: Morehead State University
Contact: Ron. G. Eaglin, President
606.783.2022
Program: Distance Learning Program
Description: The university serves a rural population in the Appalachian region of Kentucky, which has historically been geographically and culturally isolated. In an effort to make higher education more accessible to people who have been underrepresented in postsecondary education, the university instituted a distance learning program in 1995. Due to student demand, the number of courses offered through three technology delivery systems has grown to 29. The number of students enrolled has grown from 93 in the fall 1995 semester to 820 in the fall 1998 semester. Portions of degree programs are also offered through distance learning.

Institution: Texas Woman's University
Contact: Carol D. Surles, President
940.898.3201
Program: Engineering Week
Description: The university has provided women, a group traditionally underrepresented until recent times, with access to higher education since 1901. The university has encouraged its students, 90 percent of whom are women, to pursue studies in both traditional areas such as education, nursing, and family sciences and in nontraditional areas such as mathematics, science, and engineering. Programs such as Engineering Week give students access to nontraditional fields and to women leaders.

Institution: South Dakota State University
Contact: Peggy Gordan Elliott, President
605.688.4111
Program: 2+2+2
Description: A collaborative effort between reservation high schools, Tribal Colleges, and South Dakota State University, this program seeks to educate more Native Americans in agriculture, the biological sciences, family sciences, and computer sciences. Its long-range goal is to build capacity among the state's Native American communities to address issues such as nutrition, economic development, and land and resource management. Efforts include easing students' transition from high school to college and providing curriculum review, so more Native American perspectives are included in university courses. The program also offers distance learning courses; experiential learning activities; and financial, academic, cultural, and social support systems.

Institution: Utah Valley State College
Contact: Kerry D. Romesburg, President
801.222.8133
Program: A Two-Tier Model
Description: Reflecting the educational demands of an ever-expanding community, the institution was transformed into a four-year college in 1993. The college then established an innovative, two-tiered model of postsecondary educational opportunities. It consists of a lower division that preserves the philosophy and mission of a comprehensive community college and an upper division that contains programs leading to baccalaureate degrees. This model maintains open access to all students who wish to pursue postsecondary education.

Institution: California State University
Contact: Charles B. Reed, Chancellor
562.985.2800
Program: Cornerstones Process for Ensuring Access
Description: California State University, the nation's largest university system, undertook an unprecedented systemwide planning process in May 1996. Known as Cornerstones, this process proposed the following activities, among others: (1) strong outreach programs and retention efforts to ensure access to higher education; (2) the continuation of the current policy to better prepare more K-12 students for college; (3) renewed efforts to reach underserved communities; and (4) the provision of education beyond the baccalaureate. CSU has more than 350,000 students on its 22 campuses.

Communications/Advocacy

Institution: California State University, Hayward
Contact: Norma S. Rees, President
510.885.3877
Program: Ambassadors Program
Description: Ambassadors for Cal State Hayward are leaders in government, education, business, and the community whose goal is to become informed and to influence public policy that affects higher education. Through a series of meetings, more than 100 Ambassadors learn just how actively the university is involved in their communities. Ambassadors are encouraged to contact key people and explain their support for higher education issues, to help ensure that their elected representatives support higher education, to volunteer for the university's advisory committees or offer internships, and to consider the university in their philanthropy. The program won a regional CASE award for its approach to bringing political and community leaders together with the university.

Institution: Bridgewater State College
Contact: Adrian Tinsley, President
508.697.1201
Program: The Center for Legislative Studies
Description: Established in 1997, the Center was designed to bridge the gap between the college's academic community and state and federal legislators from southeastern Massachusetts. The Center promotes the college as an enormous resource for state and federal legislators from the local area; advances the college's reputation as an institution that generates research, particularly in the study of Congress and state legislatures; and integrates the college's research and teaching functions. A primary feature of the Center has been the development of two video series: The Distinguished Legislative Speaker Series and Commonwealth Politics.

Institution: University of Tennessee at Chattanooga
Contact: Bill W. Stacy, Chancellor
423.755.4141
Program: The Martin Luther King/Campus Expansion Project
Description: With a growing student enrollment and a need for more student housing, the university received the approval it needed to expand its campus. University and planning officials then held a series of meetings with residents and business owners to discuss their concerns and desires regarding the university's expansion into their historically African American commercial and residential district. As a result of these successful and well-attended sessions, the university's engineering facility is expected to be the top capital priority for the University of Tennessee system in 1999-2000.

Institution: Middle Tennessee State University
Contact: James E. Walker, President
615.898.2622
Program: Academic Master Plan
Description: The university's strategic Academic Master Plan resulted in a blueprint for the academic development of the university. Campus representatives, CEOs of major corporations, and members of the Tennessee Board of Regents (TBR) and the Tennessee Higher Education Commission were asked to participate in its development. The 15-year plan was mailed to more than 7,500 business and industry people, professional groups, TBR members, school systems, legislators, and newspaper editors. Among other goals, the university has committed to creating a student-centered learning environment responsive to a diverse student population and accountable to citizens and taxpayers.

Institution: University of Wisconsin-Parkside
Contact: John P. Keating, Chancellor
414.595.2211
Program: Ad Theme #1: A Change of Address Can Change Your Life.
Ad Theme #2: Sometimes, the Best Things are in Your Own Back Yard.
Description: In the summer of 1997, the university faced a significant decline in enrollment. The Division of University Relations was directed to assemble an aggressive short- and long-term advertising plan to reverse this trend. A plan was quickly develop- ; to promote the university throughout the region. It supported the efforts of the Admissions Office, encouraged students in a tri-state area to consider the university, and targeted the general public to remind them of the important impacts the university has on its communities.

Institution: Indiana University Kokomo
Contact: Emita B. Hill, Chancellor
765.455.9225
Program: Campaign Theme: Quality Education. Lifetime Opportunities.
Description: The university system reinvented its public communications efforts, re-organizing its Office of Marketing and Communications and developing a new integrated marketing campaign. Indiana University Kokomo was one of the eight campuses involved. The system office conducted surveys and focus groups to gauge public opinion about issues that have an impact on enrollment decisions, legislative funding, and community and alumni support. Using the results, they developed a comprehensive marketing campaign, working with each of the media relations offices on its eight campuses to tailor the messages to local audiences.

Institution: New Jersey's Public Colleges and Universities

Contact: Vera King Farris, President, The Richard Stockton College of New Jersey
609/652-4521
Darryl Greer, Executive Director, New Jersey State College Governing Boards Association
609/989-1100

Program: Excellence and Accountability Reporting

Description: Under the leadership of Committee Chair Vera King Farris (president of The Richard Stockton College of New Jersey), the leadership of both public and private colleges and universities in the state worked to open the dialogue among institutions and to provide honest information to the public, the media, legislators and other policymakers in New Jersey. Information, under the auspices of an annual accountability reporting system, was provided as a tool to shape the future, and not as a collection of statistics to report the past. This information and the system that was developed to collect and report it demonstrates the benefits and value (the public good) of New Jersey higher education to the state and to its citizens.

Participating Institutions

Institution: Appalachian State University
Program: Freshman Seminar Program

Institution: Arizona State University–West Campus
Program: Concord Coalition/Social Security Regional Forum

Institution: Auburn University at Montgomery
Program: Center for Government and Public Affairs

Institution: Austin Peay State University
Program: Business and Community Solution Center (BCSC)

Institution: Ball State University
Program: Professional Development for Faculty

Institution: Boise State University
Program: Computer Outreach Program

Institution: Bridgewater State College
Program: The Center for Legislative Studies

Institution: California Polytechnic State University
Program: Cal Poly Plan

Institution: California State University
Program: Cornerstones Process for Ensuring Access

Institution: California State University, Dominguez Hills
Program: TOPS: Teacher Observation/Peer Support

Institution: California State University, Fresno
Program: Regional Data Center

Institution: California State University, Fullerton
Program: Integrating Learning Technology into the Academic Program

Institution: California State University, Hayward
Program: Ambassadors Program

Institution: California State University, Los Angeles
Program: The Edmund G. "Pat" Brown Institute of Public Affairs: Community Education Program

Institution: California State University, Monterey Bay
Program: Community Participation University Learning Requirement (ULR)

Institution: California State University, Northridge
Program: Business Student Equity Center

Institution: California State University, Sacramento
Program: Learning Communities

Institution: Castleton State College
Program: Rutland Economic Development Corporation (REDC)

Institution: Central Missouri State University
Program: Continuous Process Improvement (CPI)

Institution: City University of New York, City College
Program: Education and Outreach Programs

Institution: City University of New York, Hunter College
Program: Student Oriented Continuous Quality Improvement (CQI) Program

Institution: City University of New York, Queens College
Program: The Assistive Technology Services (ATS) Center

Institution: Cleveland State University
Program: Advanced Manufacturing Center (AMC)

Institution: Delta State University
Program: Bologna Performing Arts Series

Institution: East Carolina University
Program: Eastnet

Institution: East Tennessee State University
Program: Re-engineering of Academic Advisement

Institution: Eastern Connecticut State University
Program: The Center for Educational Excellence

Institution: Emporia State University
Program: Expanding the Availability of Technology Through Partnerships

Institution: Governors State University
Program: Learning in Context Program

Institution: Indiana University Kokomo
Program: Campaign Theme: Quality Education. Lifetime Opportunities.

Institution: Jacksonville State University
Program: Center for Individualized Instruction

Institution: Kean University
Program: Project Adelante (Onward!)

Institution: Keene State College
Program: Service Learning Projects

Institution: Kutztown University of Pennsylvania
Program: Entrepreneurial Development and Global Education Center

Institution: Metropolitan State University
Program: MSU/Dayton's Bluff Urban Partnership

Institution: Middle Tennessee State University
Program: Academic Master Plan

Institution: Minnesota State University, Mankato
Program: The Learning Fund

Institution: Missouri Western State College
Program: Access Plus

Institution: Montclair State University
Program: Service-Learning Program

Institution: Morehead State University
Program: Distance Learning Program

Institution: New Jersey's Public Collegers & Universities
Program: Excellence and Accountability Reporting

Institution: Northern Kentucky University
Program: Council of Partners in Education

Institution: Northern State University
Program: Office of Instructional Services (OIS)

Institution: Northwest Missouri State University
Program: Seven-Step Planning Process (SSPP)

Institution: Oklahoma State Regents for Higher Education
Program: Employer Warranty

Institution: Oklahoma State Regents for Higher Education
Program: Oklahoma Educational Planning and Assessment System (Oklahoma EPAS) Program

Institution: Penn State Altoona
Program: Technology Program

Institution: Pennsylvania State University
Program: Penn State Educational Partnership Program (PEPP)

Institution: Portland State University
Program: University Studies

Institution: Ramapo College of New Jersey
Program: Literacy Corps

Institution: Salisbury State University
Program: Business Resource Center of the Perdue School of Business

Institution: San Diego State University
Program: International Training Center (ITC)

Institution: San Francisco State University
Program: Muir Alternative Teacher Education Project (MATE)

Institution: San Jose State University
Program: Campus Climate Plan

Institution: Savannah State University
Program: Revitalizing Neighboring Communities

Institution: Shawnee State University
Program: Workforce Development Initiative

Institution: Shippensburg University of Pennsylvania
Program: Shippensburg University School Study Council

Institution: South Dakota State University
Program: 2+2+2

Institution: Southeast Missouri State University
Program: Technology Serving Learning Institutes

Institution: Southern Illinois University Edwardsville
Program: Learner-Centered Authentic Assessment

Institution: Southwest Texas State University
Program: San Marcos Consolidated Independent School District and the Southwest Texas State University (SMCISD/SWT) Liaison Council

Institution: State University of New York
Program: Mission Review

Institution: State University of New York College at Fredonia
Program: Combining Campuswide Assessment and Institutional Accreditation

Institution: State University of New York College at Oneonta
Program: Center for Social Responsibility and Community

Institution: Tarleton State University
Program: Program to Acclimate Students to Scholastics (PASS)

Institution: Tennessee Technological University
Program: B.S. in World Cultures and Business

Institution: Texas Woman's University
Program: Engineering Week

Institution: The College of New Jersey
Program: First-Year Experience (FYE) Program

Institution: The Richard Stockton College of New Jersey
Program: "Virtual Reality" Fellowships for Research in New Teaching and Learning Strategies

Institution: The State University of West Georgia
Program: The Advanced Academy of Georgia

Institution: The University of Alabama at Birmingham
Program: Center for Community Outreach Development (CORD)

Institution: The University of Alabama at Birmingham
Program: Employer Guarantees

Institution: The University of North Carolina at Charlotte
Program: Campus Academic Plan for 1998-2003

Institution: The University of North Carolina at Greensboro
Program: Reading Together USA Program

Institution: Thomas Edison State College
Program: Best Practices

Institution: Troy State University Dothan
Program: Quality University Extended Site Telecourses (QUEST)

Institution: University of Central Florida
Program: LEAD Scholars Program

Institution: University of Colorado at Colorado Springs
Program: Project EXCEL

Institution: University of Guam
Program: STUDENTS FIRST

Institution: University of Houston-Victoria
Program: Community Partnerships

Institution: University of Houston-Downtown
Program: The Center for Applied Polymer Science Research (CAPSR)

Institution: University of Illinois at Springfield
Program: The Springfield Project

Institution: University of Nebraska at Kearney
Program: Student Research Programs

Institution: University of Nebraska at Omaha
Program: A Bold New Approach to the Entry-level Computing Disciplines

Institution: University of North Alabama
Program: Campuswide Technology Program

Institution: University of Northern Iowa
Program: Qualities of an Educated Person (QEP) Project

Institution: University of Pittsburgh at Johnstown
Program: Office of Community Outreach

Institution: University of South Carolina-Aiken
Program: University Report Card

Institution: University of Southern Maine
Program: HealthSmart

Institution: University of Tennessee at Chattanooga
Program: The Martin Luther King/Campus Expansion Project

Institution: University of Texas at San Antonio
Program: Quality Management Initiative

Institution: University of Wisconsin-La Crosse
Program: UW-GenWeb

Institution: University of Wisconsin-Parkside
Program: Ad Theme #1: A Change of Address Can Change Your Life.
Ad Theme #2: Sometimes, the Best Things are in Your Own Back Yard.

Institution: University of Wisconsin-Stevens Point
Program: A Partnership with the Great Lakes Higher Education Corporation (GLHEC)

Institution: Utah Valley State College
Program: A Two-Tier Model

Institution: Valley City State University and Mayville State University
Program: Annual Reports to Constituents

Institution: Wayne State College
Program: Nebraska School at the Center Project (SAC)

Institution: West Chester University of Pennsylvania
Program: Free Summer School Room and Board

Institution: Western Illinois University
Program: GRADTRAC

Institution: Western Washington University
Program: ClassFinder: Scheduling Made Quick and Easy

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